

# Welcome to Atherton High School



**The Class of 2029!**

# The Senior Leadership Team



**Mrs Turner**  
Headteacher



**Ms Gibson**  
Deputy Head  
Curriculum & Teaching,  
Learning



**Mr Norton**  
Assistant Head  
Personal Development



**Mr Farrer**  
Assistant Head  
Academic Intervention  
& Attendance



**Mrs Fazackerley**  
Assistant Head  
Safeguarding & DSL



**Mr McNamara**  
Assistant Head  
Behaviour & Send



# Our Values

- ▶ **Respect**
- ▶ **Responsibility**
- ▶ **Ambition**



# Key Transition Dates

- ▶ Thursday 4<sup>th</sup> July 2024 – Atherton High School Transition Day.
- ▶ Friday 5<sup>th</sup> July – SEND Coffee morning (Parents/Carers notified)
- ▶ Personalised visits – please see Mr McKie.
  
- ▶ **Summer School**
  - ▶ Tuesday 27<sup>th</sup> August to Friday 30<sup>th</sup> August
  - ▶ Sign up form on the website (Monday 8<sup>th</sup> July):
    - ▶ Year 6 Transition – Atherton High School

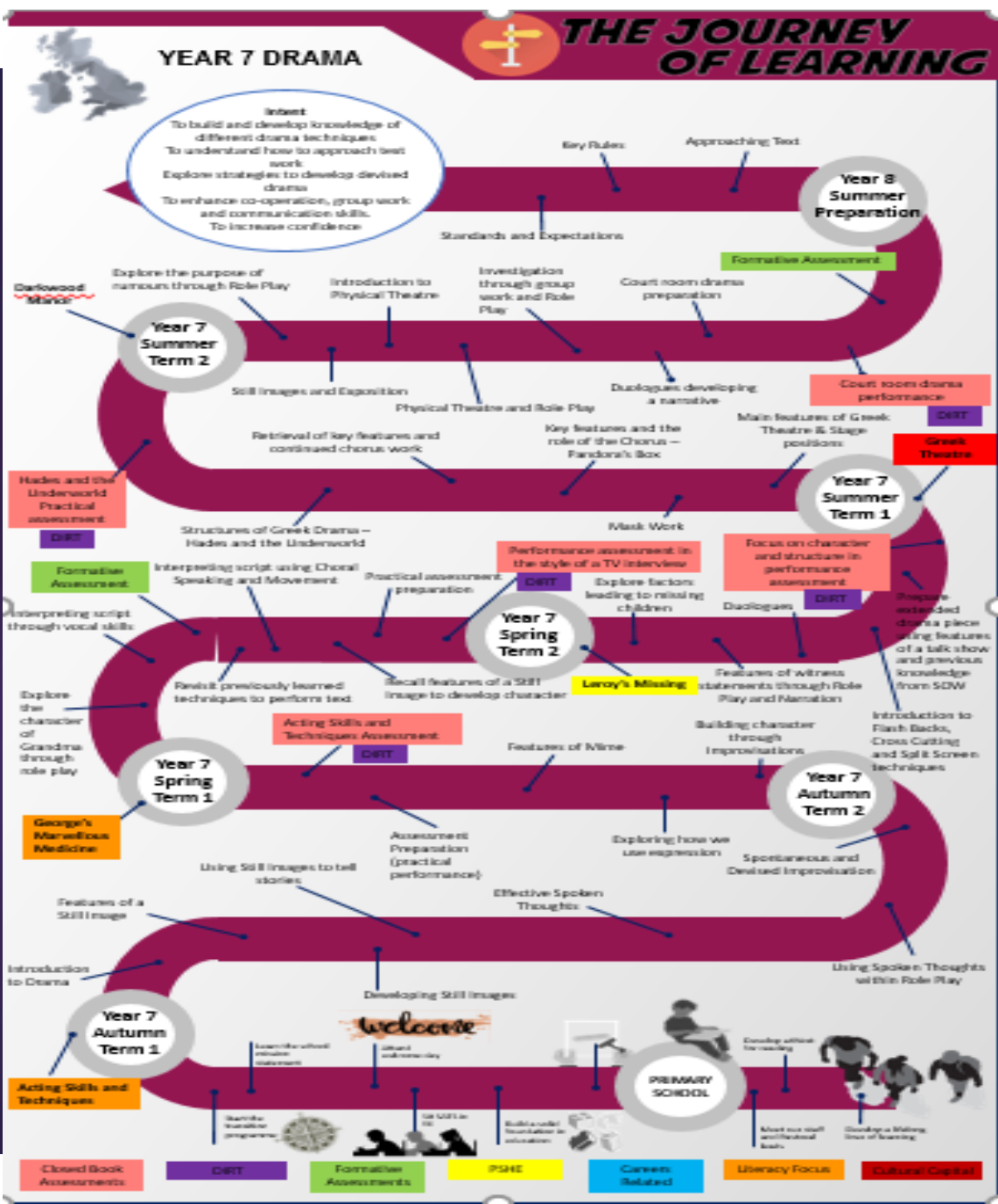


# Transition Day 2024

- ▶ **Thursday 4<sup>th</sup> July 2024**
- ▶ 8:50 -14:50. (pupils enter through pupil entrance on Hamilton Street)
- ▶ Pupils attend in primary school uniform.
- ▶ Pupils will sample a range of activities throughout the day, including curriculum lessons.
- ▶ Pupils will meet their form tutor on this day and get to know pupils in their form.
- ▶ Pupils will be provided with an AHS school dinner. Any pupils who do not wish to receive a dinner will need to bring a packed lunch.
- ▶ *Pupils depart at 14:50.*

# Summer School 2024

- ▶ **Tuesday 27<sup>th</sup> August to Friday 30<sup>th</sup> August**
- ▶ **10:00am to 14:00pm**, pupils come in own clothes and bring PE kit.
- ▶ Provides pupils with an opportunity to get to know the school building and staff without all other year groups on site.
- ▶ Pupils **WILL NEED** a packed lunch. Pupils on FSM, will receive a cold lunch.



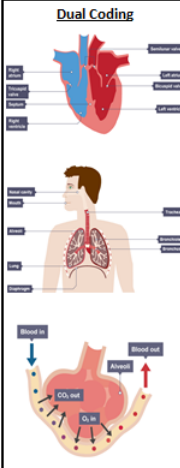
# Learning Journey

# Knowledge Organisers

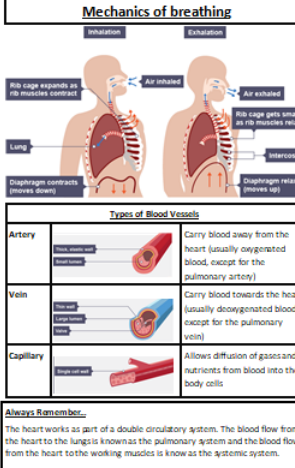
### Cardiorespiratory Systems

Key Vocabulary	
Heart rate	Heart rate (HR) is the number of times the heart beats for the ventricles pump blood out in one minute.
Stroke Volume	Stroke volume (SV) is the amount of blood pumped out of the ventricles each time they contract.
Cardiac Output	Cardiac output (CO) is the amount of blood pumped from the heart every minute and can be calculated by multiplying heart rate (HR) by stroke volume (SV).
Breathing rate	Is the number of breaths taken in one minute.
Tidal Volume	Is the amount of air inspired or expired in a normal breath.
Minute Ventilation	Is the amount or volume of air inspired or expired in one minute and can be calculated by multiplying tidal volume (TV) by breathing rate (f).
Aerobic	Exercise that requires the use of oxygen.
Anaerobic	Exercise that does not require the use of oxygen.

#### Dual Coding



#### Mechanics of breathing



**Types of Blood Vessels**

Artery	Carry blood away from the heart (usually oxygenated blood, except for the pulmonary artery)
Vein	Carry blood towards the heart (usually deoxygenated blood, except for the pulmonary vein)
Capillary	Allows diffusion of gases and nutrients from blood into the body cells

**Always Remember...**  
The blood flow from the heart to the lungs is known as the pulmonary system and the blood flow from the heart to the working muscles is known as the systemic system.

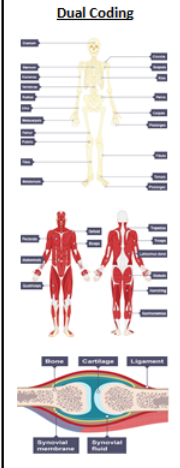
**Progress Vocabulary:** identify, define, describe, explain, compare and contrast, sporting links, analyse, evaluate

**Big Question:** What are the short term and long term effects of exercise on each of these body systems?

### Skeletal and Muscular System

Key Vocabulary	
Flexion	Bending a joint. This occurs when the angle of a joint decreases.
Extension	Straightening a joint. This occurs when the angle of a joint increases.
Adduction	Movement away from the midline of the body.
Abduction	Movement towards the midline of the body.
Circumduction	This is where the limb moves in a circle.
Rotation	This is where the limb turns round its long axis, like using a screw driver.
Agonist	The muscle that contracts and shortens in length.
Antagonist	The muscle that relaxes and increases in length.
Fixator	The muscle that helps to stabilise the agonistic point of origin.

#### Dual Coding



#### Functions of The Skeleton

**Posture:** The skeleton gives the correct shape to our body.

**Protection:** The bones of the skeleton protect the internal organs and reduce the risk of injury on impact.

**Movement:** The skeleton allows movement of the body as a whole and its individual parts. The bones form joints and act as levers, all relying on muscles to pull on them to produce movement.

**Blood Cell production:** Certain bones in the skeleton contain bone marrow which produces red blood cells, white blood cells and platelets.

**Support:** The skeleton keeps the body upright and provides a frame work for muscle and tissue attachment.

**Storage of Minerals:** The bones store minerals such as calcium, iron, potassium and phosphorus and release them into the blood when the body needs to use them.

**Always Remember...**  
Muscles create movement by working in pairs, one muscle contracts and shortens (agonist) and the other relaxes and lengthens (antagonist).

**Progress Vocabulary:** identify, define, describe, explain, compare and contrast, sporting links, analyse, evaluate


**Big Question:** What are the short term and long term effects of exercise on each of these body systems?

## ARTICULATION

(How the notes are played)

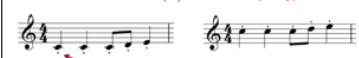
**Not Dynamics...**  
Articulation is the way the performer plays / sings the note, not how loud they do it. That would be Dynamics instead.

**More Than One...**  
You can write more than one type of articulation for the same note. For example:



#### Staccato


Staccato means short and detached / separated. \*You will have a gap between each note.



Shown by writing a **dot** just above/below the head of the note.

#### Accented

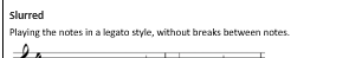
Give extra emphasis or force to the marked notes.



Shown by writing an **accent** above/below the head of the note.

#### Legato


To play the music smoothly, without breaks between notes.



Playing the notes in a legato style, without breaks between notes.

Shown with a **slur** on the score.


**How?** Some examples:  
**String Instruments** - Play the notes without changing the direction of the bow.



#### Glissando


A slide between two notes.

Marked with a **glissando** on the score.




**Some Associated Markings On Vocal Music...**


**Phrase markings**  
Slurs drawn onto the score to show singers what to sing in one breath.



**Syllabic**  
Where the music is written with one note per syllable.



**Melismatic**  
Where the music is written with more than one note per syllable.



**Brass & Wind Instruments** - Only tongue the first note, not the others.

### Knowledge Organiser - Performing Arts - Autumn Term

**What is the Performing Arts?**  
Different forms of art are explored separately or combined together to create performance work. The most common are drama, dance and music.

**Starting a Production Company**  
A creative name  
A theatre specialism  
To advertise  
A pot of money to start  
Develop a business plan  
Build a website  
Acquire equipment  
Build contacts  
Find a space to work  
Use the strengths of my team

**Roles within a Production Company**  
Playwright  
Choreographer  
Set designers  
Understudies  
Performers  
Sound Designers  
Stage Manager  
Lighting Designers  
Puppet Designers  
Costume Designers  
Directors  
Technicians  
Musicians

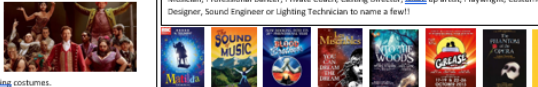
**Always Remember (When part of a Production Company)**  
Use the ideas of everyone in the group  
Throughout the creative process always think about your target audience. Does your piece work for them?  
Always build a team with like-minded people that will work hard and do their best  
Explore your chosen theme/topic with workshops and activities before you start to create the final piece  
As you create your performance piece always refer back to your aim/purpose. Does the piece fit?  
Does the opening have impact? Have you gripped your audience?

**Roles within a Production Company**  
Musical Theatre combines song, spoken dialogue, acting and dance.  
Musical Theatre originated in Ancient Greece.  
The 'musical' was invented by a French composer called 'Léo' when he was experimenting with a form of comic musical theatre he called 'Opérette'.  
The Phantom of the Opera is the most successful musical of all time.

**Key Points to Remember**  
Every musical has **Libretto**, which is the overall text including the spoken and sung parts. It also has the **Lyrics**, which are the words to the songs.  
Songs are either **action songs** which move the plot forward or **character songs** which enable a character to express their feelings.  
The amount of songs versus spoken dialogue vary from one musical to the next.

**Where do you go from here?**  
If you decide to study musical theatre to a greater depth there are a **variety** of career paths that will be open to you, such as:  
Actor, Teacher, Lecturer, Choreographer, Stage Manager, Musical Director, Acting Director, Singer, Musician, Professional Dancer, Private Coach, Casting Director, Make up artist, Playwright, Costume Designer, Sound Engineer or Lighting Technician to name a few!

**Key Features of Musical Theatre**  
Catchy music in a popular style.  
Solo songs, duets, **polyphonic** and ensembles.  
Orchestra or band accompaniment.  
Spoken dialogue  
Dance sequences, stage spectacles and **elaborate** costumes.



## TIME SIGNATURE / METRE

**Common Time**  
4/4 is also known as common time. Instead of 4/4 you can write: **C**

**Cut Common Time**  
2/4 is also known as cut-common time. Instead of 2/4 you can write: **C**

**Time Signatures**  
Written at the start of the music (and anywhere it changes) to show how many beats there are per bar, plus what type of beat

**Simple Time Signatures**  
Each beat can be divided into two equal halves

**Compound Time Signatures**  
Each beat is dotted and **q** is divided into two equal halves

**Irregular Time Signatures**  
Time signatures that **can't** be divided into equal groups of 2 or 3.

**Regular Time Signatures**  
Time signatures that **can** be divided into equal groups of 2 or 3.

**Listening Examples** Go to **YouTube** to hear some examples of different metres:

- 2/4 **Swedish March** \*A march is usually in 2/4 (left, right, left, right... - 2, 2, 2, 2...)
- 3/4 **Shostakovich's Waltz No.2** \*A waltz is a dance, usually in 3/4
- 4/4 **All That Jazz** (from **Chicago**) \*Chicago is a Musical
- 5/4 **Take Five** (by Dave Brubeck) \*Listen out for the jazz style
- 7/4 The start of Money (by Pink Floyd) \*Listen out for the opening bass riff
- 6/8 We Are The Champions (by Queen) \*Queen are a famous British Rock Band
- 12/8 The Way You Make Me Feel (by Michael Jackson) \*Cover 2Kas 2Kas 2Kas 2Kas

**Writing Your Own Music**  
You must make sure every bar adds up to the correct number of beats. Changing metre is a good way to create contrast in your work.

### Knowledge Organiser - Live Performance Study

**KEY VOCABULARY**

**Analise** - Examine something in detail.  
**Evaluate** - Form an idea on something.  
**Communication** - How ideas/information is shared successfully.  
**Plot** - The sequence of the main events.  
**Genre** - The style of the drama.  
**Context** - The previous circumstances that form the setting.  
**Sub-text** - An underlying theme or message.  
**Conventions** - The way the drama is put together.  
**Configuration** - An arrangement of elements in a particular form.  
**Exemplification** - To make something clear with an example.  
**Traits** - The qualities of the character/person.

**Always Remember**  
To get a better understanding try to watch the whole play not just the sections you will write about  
You will get 12 marks for describing your response to the performance and skills used  
Skills includes: voice, physicality, costumes, props, interaction, delivery of lines & use of space  
You must focus on the success of the production team  
You will get 20 marks for investigating how and why specific approaches were used  
You must focus on how meaning is communicated  
Always start your answer with an introduction detailing the name of the play, where and when it was performed.

**Character** includes: age, gender, status, relationships & attitudes  
Decide between one or more actors in one or more scenes  
Always consider how lighting, sound and set design influence the outcome

**PROCESS**  
**WATCH** Repeatedly watch the performance  
**RESEARCH** Research the plot, characters, style, genre and content  
**UNDERSTAND** Understand how the performance is created and the effect on the audience

**KEY TERMS**  
**INTERPRET & COMMUNICATE**  
Conventions, use of space, stage configurations, relationship between performers and audience, set design, costume, lighting, sound, performers use of voice, performers use of physicality.

**CHECK YOUR PROGRESS**  
I have demonstrated **excellent** knowledge and understanding of how theatre is developed and performed.  
I have referred to an **extensive** range of skills that are **appropriate** to the situation.  
I use **exact, well developed** and **supported** description throughout with **precise** detail.  
I demonstrate highly developed skills in identifying and investigating how successfully theatre makers communicate meaning.  
My response shows highly developed skills in assessing the merit of approaches.  
My response is critical and insightful.  
My points are fully explored and supported with thorough exemplification

**BREAKDOWN**  
**Introduction** on the play - narrative, context, characters, when it was performed and where. General description of the style and presentation of the production.  
**Describe in detail** the vocal and physical skills used by each actor (if chosen more than one) in each of the scenes (if chosen more than one).  
**Analyse and evaluate** each of the above actors and scenes for their success in communicating their ideas and emotions to the audience.



# Pastoral Team



Miss Foster



Mrs Leech



Mrs Fazackerley



Mr Littler



Mr McNamara



Mr McKie

Year 7



Mr Leyland

Year 8



Miss Peters

Year 9



Mrs Pace

Year 10



Mr Potts

Year 11



Ms Foster

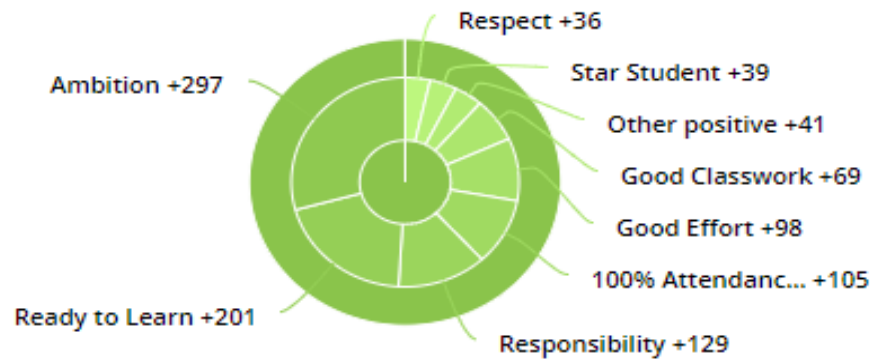


**ATHERTON**  
HIGH SCHOOL

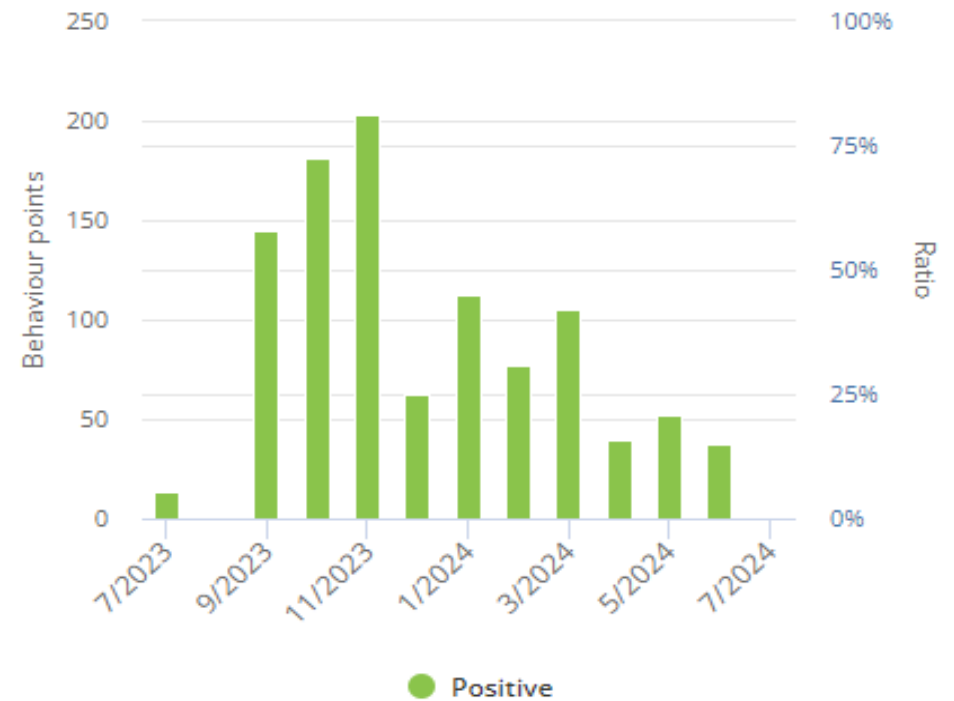
# ClassCharts



Behaviour score breakdown



Monthly Behaviour Breakdown



# School Day – Years 7 to 10

Start	Finish	Period
8:30	9:00	Registration
9:00	10:00	Period 1
10:00	11:00	Period 2
11:00	11:20	Break
11:20	12:20	Period 3
12:20	13:20	Period 4
13:20	14:00	Lunch
14:00	15:00	Period 5



# Punctuality to School and Lessons

- ▶ From 8.31am you are late to school and your phone will be taken. **(Non-Negotiable)**
- ▶ Sanction is an after-school detention **(30 Minutes)**.
  
- ▶ If you are late to lesson, after the second bell, you will be sanctioned.
- ▶ Sanction is an after-school detention **(30 Minutes)**.
  
- ▶ 1<sup>st</sup> offence of the week = 30 minutes
- ▶ Every offence after that = an additional 10 minutes **(Up to 60 minutes)**

# Standards & Expectations

**B1** Warning

**B2** 15 Minute Detention (**after-school**)

**B3** 30 Minute Detention (**after-school**)

**B4** 45 Minute Detention (**after-school**)

If students gain multiple B2/B3s in a day they will add up (maximum 45 minutes).

Communication of detentions is via the Class Charts App.





# Girls' Uniform

- Black blazer with school logo on pocket
  - Plain white long or short sleeved blouse (long enough to tuck in)
  - Atherton jumper, black with purple band round V-neck (optional)
  - Plain black skirt or trousers
  - Black socks or black opaque tights
  - Atherton school tie
  - Black school shoes (preferably water-resistant)
- No visible logo, no trainers or trainer-style



*Respect. Responsibility & Ambition*



Education  
Partnership  
Trust



# Boys' Uniform

- Black blazer with school logo on pocket
  - Plain white long or short sleeved shirt  
(long enough to tuck into trousers)
  - Atherton jumper,  
black with purple band round V-neck (optional)
  - Plain black standard fit school trousers or tailored shorts
  - Plain black socks to be worn with trousers
  - Atherton school tie
  - Black school shoes (preferably water-resistant)
- No visible logo, no trainers or trainer-style



*Respect. Responsibility & Ambition*

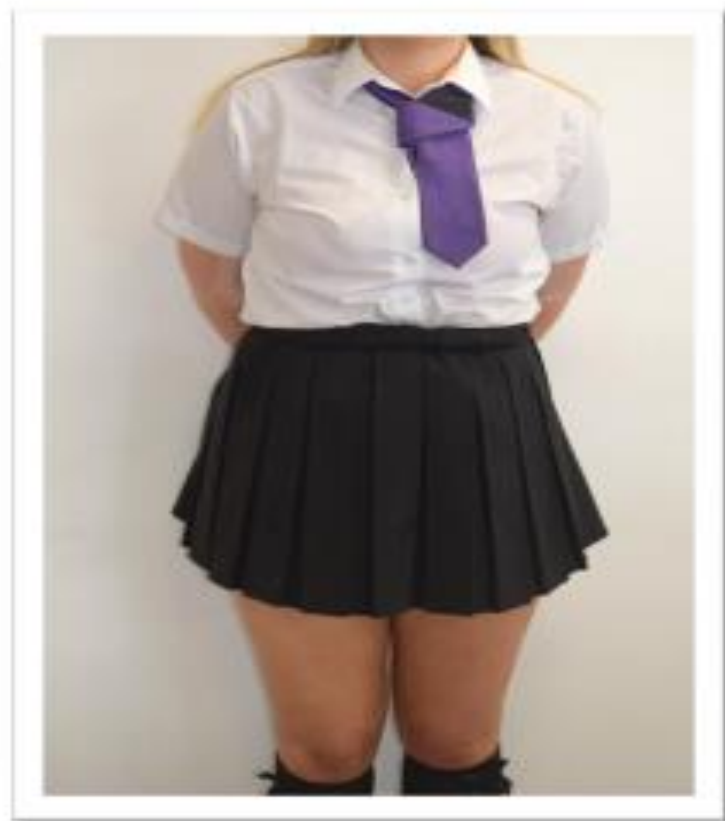
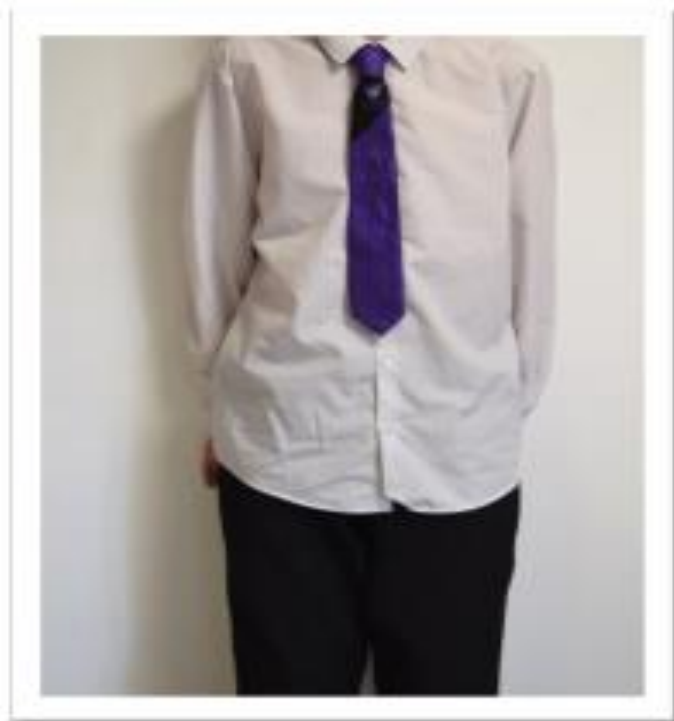


Education  
Partnership  
Trust



# Uniform - presentation

- No rolled up skirts above the knee
- No untucked shirts
- Blazers (worn at all times)



*Respect. Responsibility & Ambition*



Education  
Partnership  
Trust





# Uniform - Acceptable shoes



*Respect. Responsibility & Ambition*



Education  
Partnership  
Trust



# Uniform - Make up

- **No eye-liner**
- **No fake eye lashes**
- **No drawn on eyebrows**



*Respect. Responsibility & Ambition*

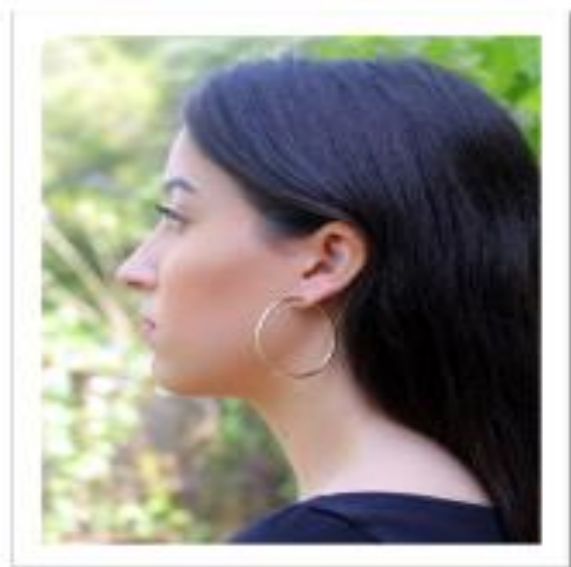
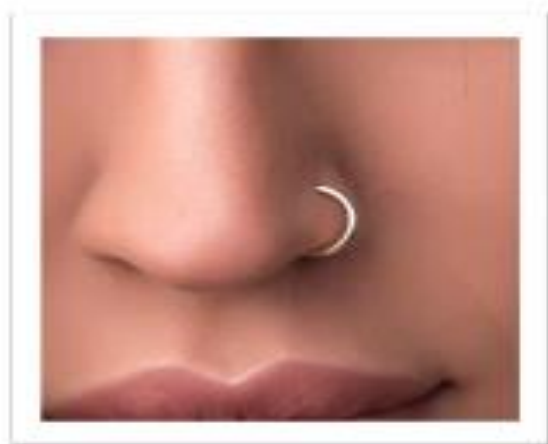


Education  
Partnership  
Trust



# Uniform - Jewellery

- . No necklaces
- . No dangling earrings (studs allowed)
- . No rings



*Respect. Responsibility & Ambition*



Education  
Partnership  
Trust



# Uniform - Make up

- **No false nails**
- **No unnatural makeup**
- **No nail varnish**



*Respect. Responsibility & Ambition*



Education  
Partnership  
Trust



# Uniform - Hair

- **No hair accessories i.e. flowers or bows**
- **Hair should not obscure a students vision**
  - **No unnatural colourings**



*Respect. Responsibility & Ambition*



Education  
Partnership  
Trust



# Uniform - Hair

- . No high line sides
- . No hair cut lower than a number 3
- . No defined lines

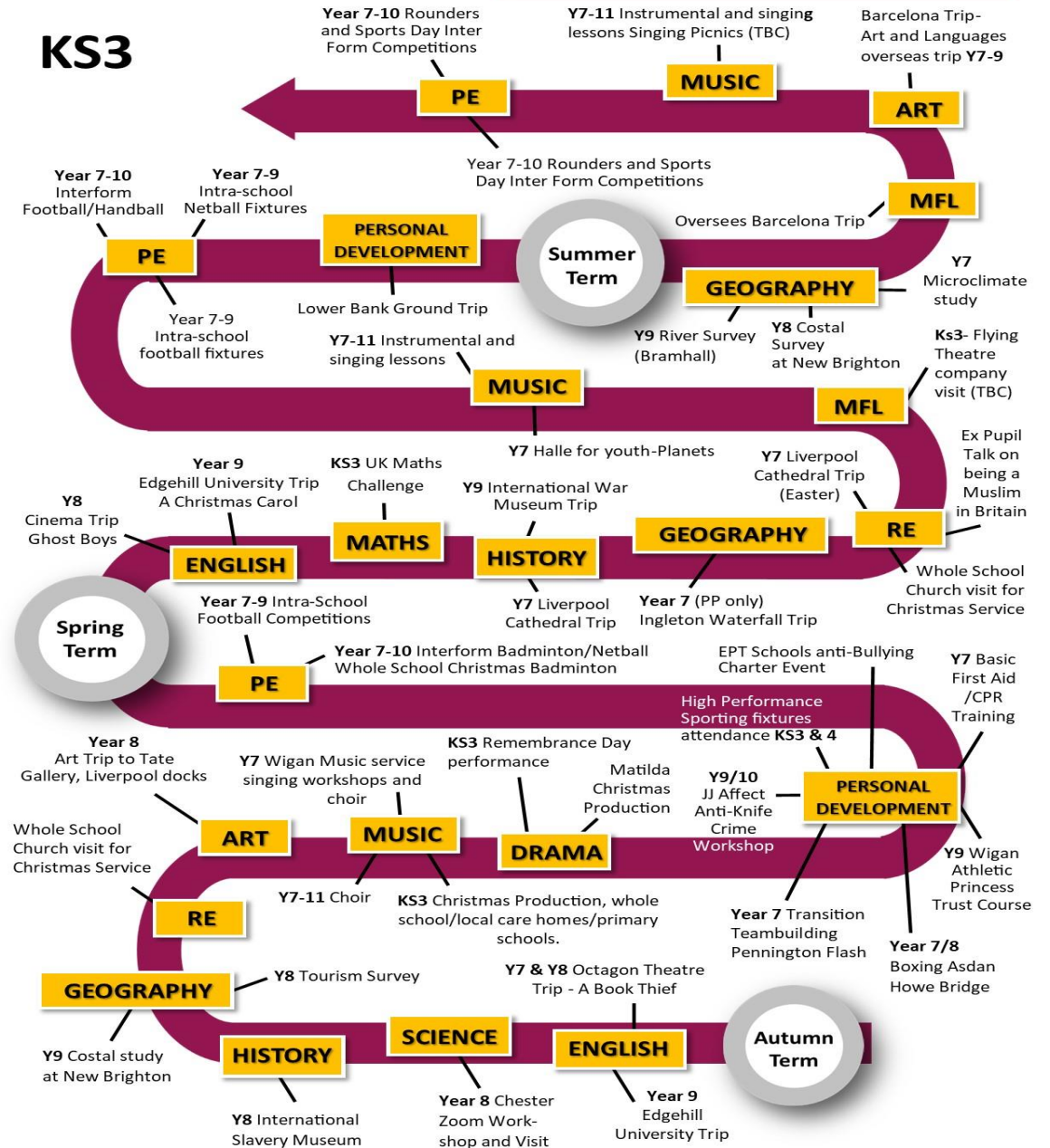


*Respect. Responsibility & Ambition*



Education  
Partnership  
Trust

# Cultural Opportunities



# Rewards

- ▶ Character badges.
- ▶ ClassCharts points
- ▶ Pupil of the week – HOY
- ▶ Half term reward assemblies.





# Personal Development

## After School Enrichment

Staff	Room	Monday 3:00pm-4:00pm	Staff	Room	Tuesday 3:00pm-4:00pm	Staff	Room	Wednesday 3:00pm-4:00pm
Miss Leyland	Main Yard	KS3 Netball	Mrs Whitfield/ Miss Davanzo	Science 2	STEM	Miss Leyland/ Miss Davies	Astro	Rounders
Mr Cook	TECH 1	First Aid	Miss Riding	Science 2	STEM	Miss Catterall	Wave 3	Y8 Wave 3 Reading Intervention
Miss Dennis	HUB 2	Y 7 Wave 3 Reading Intervention	Mr Bennett	Science 4	Board Game Club	Miss S Foster	Pastoral	Wellbeing, Mindfulness and LBGTQ+ Club
Mr Potts	Pastoral	Character Enrichment	Mr Skinner	Astro	Year 7 Football	Mrs Baird	HUMS 8	Historical Documentaries Club
Mr Norcross	Sports Hall	Badminton and Basketball Club	Mrs Dickenson	Wave 3	Y9 Wave 3 Reading Intervention	Mr Bennett	ICT	Y8 Reading Plus Intervention
Miss Ellul	Maths 5	Mathletes Club	Mr Mckie	Field	Year 9 Football	Miss Swallow	Art	Art and Textiles
Mrs Peters	Pastoral	Character Education	Miss Catterall	HUB 1	Y9 Reading Plus Intervention	Mr Sowter	Music	Music Club/Y10 GCSE Practice
Mrs Sloane	ICT	Y7 Reading Plus Inter- vention	Mr Cook	DT Work- shop	DT Club	Mrs McNamara	Drama	Drama Production Club
Mrs Dickinson	HUB 1	Handwriting Intervention	Mrs Pace	Pastoral	Character Enrichment	Mr Leyland	Pastoral	Character Enrichment
			Mrs Sloane	HUB 2	Math's Recovery Intervention	Mr Gunel	Math's	KS4 Further Math's
			Miss Rigby	Hums 4	Eco Club	Howe Bridge	Science 5	Lets Get Moving (Invitation only)
						Miss Dennis	HUB 2	Y10 Reading Plus Intervention

# Home/ School Communication



# Road Safety

- ▶ Crossing at Mayfield St.
- ▶ Bikes (Pupils are advised) – side entrance (Mayfield St).

# Past pupil worries.....

- ▶ Getting lost
- ▶ Corridors
- ▶ Lunch queue
- ▶ 'Older students'

# Attendance

- ▶ Ring everyday before 8:15am (option 1).
- ▶ Expectation that attendance will be at least 98%
- ▶ No holidays authorised.



Have you any questions?

